

the American Teacher



February, 1942

Official Publication of the American Federation of Teachers

MEN WORKING



TOGETHER!

DIVISION OF INFORMATION
OFFICE FOR EMERGENCY PUBLICATIONS



Did You Know That ?

MAMIE HEINZ of the Atlanta Public School Teachers Association, Local 89, was elected vice-president representing kindergarten at the recent annual study conference of the Association for Childhood Education in Oakland, California. In 1939, when the ACE conference was in Atlanta, she was general chairman of the convention committee.

INDIANA holds the AFT 1940-1 record for chartering new locals. It has five to its credit for that period.

STANTON E. SMITH, AFT vice-president, has recently accepted appointment as educational director for the International Ladies' Garment Workers' Union in the south-east region.

WILSON K. BOETTCHER and **RAY LUSSENHOP** have recently prepared for *News-week* a useful leaflet on "Questions for Students in the Social Studies." Both authors are members of Local 1.

RUMORS AND RUMBLINGS is the title of a column which the Men Teachers Federation of St. Paul, Minnesota, runs in the *Minnesota Union Advocate*. "Ed. U. Kator" is the pseudonym under which the AFT members write.

MARK STARR, AFT vice-president is the author of an article on "The Worker, His Union, and the Public Schools" printed in the *Progressive Education* magazine for January, 1942.

MARY DOYLE, president of the Minnesota Education Association, is a charter member of the St. Paul Federation of Women Teachers, Local 28.

(Wouldn't you like your local mentioned in this column? Send notices of the achievements and activities of your members to George T. Guernsey, "American Teacher," 506 S. Wabash Ave., Chicago, Illinois).

Teachers Union in Action

1 CHICAGO, ILL. — Several hundred members of the Chicago Teachers Union are taking a course in civilian defense with the view of preparing themselves to teach residents of the Chicago area the essentials of civilian defense. In this activity, Local 1 is co-operating with the Institute of Public Service, University of Chicago.

The course includes such topics as the following: spotting, warnings, blackouts, camouflage, fire defense, gas defense, bomb disposal, rescue squads, ambulance service, first aid, roads, transportation, water supply, electricity, gas, telephone, repairs, and demolition.

Under the topic "Social Services in Civilian Defense" will be studied: registration, evacuation, shelters and refuges, hospitals, health, feeding and nutrition, information, housing and supplies, schools, recreation, insurance, and salvage.

The Chicago local is also completing plans for an educational conference to be held on Saturday, March 14. The conference is intended primarily for parents and teachers, but will be open to the public. "Democracy Faces the Facts" will be the theme of the conference.

Panel discussions will be held on the following subjects:

"The War and Civilian Morale"

"What's Ahead for Chicago, Politically, Economically, Socially?"

"The Schools — America's First Line of Defense"

"Financing Education in War Time"

"The Four Freedoms Today"

"After the War, What?"

Chicago teachers' pay checks will be 2 per cent higher in 1942 than in 1941. The story of this pay increase will be told in the March issue of the *AMERICAN TEACHER*.

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337 ERIE, PA.—Early this year the Union presented its program to the superintendent. Listed thereon were the following recommendations: change in sick leave from fifteen to thirty days, to be accumulated over a period of six years; recog-

Wages Upped

250 TOLEDO, OHIO —

Toledo schools threatened in January with a strike of maintenance men and engineers opened on schedule. Following a number of conferences with the school board, salary adjustments satisfactory to the unions involved were made. Teachers as well as other employees will receive increases to approximate 10 per cent of the salaries now being received. Representing Local 250 in the negotiations were Marie Schwanke, Carl Benson, Ora Apple, Zeno Langenderfer, and George Hammersmith.

nition of tuberculosis and nervous disorders as occupational diseases; a 15 per cent pay increase; extension of the "extra pay for extra work" principle; and the publication of an objective scale for promotions to administrative positions. Co-operation of other Pennsylvania locals is being sought by the Federation in its attempt to extend the boundaries of diseases listed as occupational.

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2 NEW YORK, N. Y.—Intensive activity on a number of vital problems was initiated by Local 2 during the past month. Through its newly organized committee on the role of the teachers and the schools in the war, it has taken a leading part in the effort of New York teachers to persuade the board of education to adopt fair policies in the matter of war work by teachers. A recent communication to the board objecting to its "vague" and "aimless" proposals and urging that it consult the teachers through their organizations before issuing plans for teachers' war service, won wide approval and publicity. The Guild is particularly stressing the point that teachers' war work be made meaningful, that merely assigning them to "busy work" will contribute neither to the war effort nor to teacher morale. An open meeting for teachers on "Labor and the

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A Message from President Green

George T. Guernsey, Editor
American Teacher
506 S. Wabash Ave., Chicago, Ill.

One of the greatest contributions being made by hundreds of American Federation of Labor unions from coast to coast and one which every individual citizen can make toward keeping our great nation free is through the purchase of defense savings bonds and stamps. The American Federation of Labor at a meeting of the representatives of the national and international unions on December 16, 1942, pledged their individual and collective support

to a billion dollar defense bond drive which was described by the Secretary of the Treasury as the largest goal ever set by a single organization for a single purpose. I know the American Federation of Teachers and their thousands of loyal members will play their part in attaining the goal set by the American Federation of Labor. The accomplishment of this objective will help to preserve our form of democratic government and enable us all to continue to enjoy the blessings of freedom and liberty.

WILLIAM GREEN

Union Demands Decent Schools

Local 59, Minneapolis

"PAY THE SALARY SCHEDULE IN full," has been the demand of the Teachers Unions to the board of education of Minneapolis for the last ten years. The salary schedule which was adopted in 1928 has never been paid the Minneapolis teachers for a fiscal year. The handling of the school financial situation from year to year has shown evidence of control by groups interested in education only from the point of view of reducing costs. In the ten years, however, there have been occasional monthly payments of the maximum salaries and every year the board has recognized the schedule by basing its cuts upon it. The cuts have ranged from a low of 6.8 per cent in 1936 to a high of 25 per cent in 1933. The average for the ten years 1932-41 has been 12.42 per cent.

The present crisis was precipitated by the announcement of a salary cut increased to 15 per cent for the year 1941-42. In August the temper of the board had been shown in its refusal to respect Superintendent Carroll R. Reed's recommendation in the appointment of an assistant superintendent. Significant at this time was the emergence of Nobel B. Schoonmaker as a candidate, vigorously sponsored by the chairman of the board, Lynn Thompson.

AFT activities of the year began when the Women's and Men's Federations declared war on salary cuts and demanded the payment of full scheduled salaries for the year 1942 and thereafter. This announced stand resulted in a rush of teachers to join the Union.

On October 20, a special meeting of the school board for hearings on teachers' salaries jammed the city council chambers. Demands from all groups of employees of the school board made plain that ten years of pay cuts were enough and that the time had come for the school board to do something about school finances other than cutting salaries. The janitor-engineers did not

present their grievances at this meeting for they had met with the board previously and presented their demand for restored cuts and a pay raise, and had threatened to go on strike if these demands were not met.

After this meeting, the feeling of solidarity among teacher union groups and janitor-engineers was so great that a joint council for concerted action was formed. The Building Service Employees' Union, Local 63, was asking for a raise in their schedule. Teachers not members of the AFT, protested that a raise for one group would deplete the amount of the budget assigned to teachers' salaries. They were encouraged to take this position by those in control of the school system who wanted to divide and rule. On November 13 was held the first meeting of the five locals of school board employees: the Building Service Employees, Local 63; the Minneapolis Federation of Men Teachers, Local 238; the Minneapolis Federation of Women Teachers, Local 59; the Board of Education Employees, Local 9, Chapter 7; the City and Sanitary Drivers and Helpers Union, Local 664. In the two months following, the Joint Council has met twelve times.

At a mass meeting held December 17, after the board had passed a motion that it would pay full salaries to teachers for nine months only, and for eleven months only to those regularly employed for twelve months, a resolution was passed by the Joint Council of School Employees Unions, declaring against the board's action and insisting on the maintenance of at least a thirty-eight week school year with work schedules for employees according to the prevailing system; continuance of present school services of proved value; retention of regularly assigned personnel at present employed and serving satisfactorily as defined in the Tenure and Civil Service Acts; and payment in full of annual scheduled salaries and wage scales beginning January

1, 1942. The resolution also gave sanction to the threatened strike of the Building Service Employees.

Prior to the passing of this resolution, teachers' salaries had become a problem of secondary importance when, on October 15, Superintendent Reed resigned his office and asked to be relieved by the middle of November—an act which to his teachers seemed one of sheer desperation.

The next school board hearing was turned into an unexpected demonstration in favor of Dean M. Schweickhard, assistant superintendent of vocational education and head of the boys' division of Miller Vocational High School, for the position of superintendent of the Minneapolis School System. Nominations came from church federations, Principals' Forum, Citizens' Committee on Public Education, League of Women Voters, Parent-Teacher Association and other civic and public spirited organizations. Yet when the choice was made by the school board N. B. Schoonmaker was named—the same person whom only a few weeks earlier the chairman of the board had allegedly tried to force upon Reed as an assistant superintendent.

This arbitrary appointment on October 30, after a bitterly fought three to four vote by the members of the board of education, aroused the indignation of the spokesmen of organizations working for the appointment of candidates better qualified to fill the position. So well did Chairman Thompson recognize his own responsibility in this choice that he refused to call the next regular meeting of the board, saying there was no important business on hand.

Minneapolis newspapers carried frequent stories of the mass meetings sponsored by citizen groups to declare their concern for the future of education in Minneapolis and to voice their fears and suspicions of the majority faction of the board, whose obstinate stand (assailed persistently by intelligent and respected public opinion) would seem to indicate support from powerful unidentified forces in the background. Schoonmaker's prompt program of economies, at the cost of sacrificing very important services, and his long career as an

apartment house owner and operator suggest who his silent backers are. His list of twenty-one money saving devices has had the blanket approval of the Junior Chamber of Commerce and the Minneapolis Council of Civic Clubs. The latter is said to be the central body of a large number of business groups. The Junior Chamber of Commerce gave its blessing with considerable reluctance.

The board of education itself, in spite of its temerity in appointing Schoonmaker, has been exceedingly cautious about voting to put his complete program into effect. His first and biggest money saving device was the incredible proposal to pay full salaries to employees by leaving out one month's check. That, he said, would do away with the ten year pay cuts. The board at first voted in favor of this magical solution, then rescinded its action after the governor made his proposal for the settlement of salary difficulties in the janitor-engineers' disputes.

It could not ignore, however, the voices of parents raised in protest against the abolition of free textbooks in elementary and junior high buildings, the omission of repair work on structures housing children, the complete elimination of kindergartens, the closing of twenty-two elementary schools, and the crowding of all classrooms left open to the limits of their capacity.

When Schoonmaker became a candidate for the position he now occupies, those who viewed him with suspicion, pointed out his lack of educational qualifications. Strictly speaking, the superintendent of the public schools of Minneapolis should be the holder of a master's degree. Schoonmaker has no such degree. It is a further requirement—but an unwritten one—that he should be a man with a record of active participation in the work of educational organizations, that he should have been a member of state and national committees, and that he should have appeared from time to time on the programs of educational conventions. Schoonmaker has no such record of professional activity, although he has been a Minneapolis teacher and principal for more than twenty years.

Another taken for granted requirement

is that the head of the public school system shall have a thorough understanding of the function of education in a democratic society and a sympathetic comprehension of the importance of education for each and every child in the community. Schoonmaker owns a number of apartment buildings and makes his home within walking distance of the Institute of Child Welfare and the College of Education at the University of Minnesota, both nationally respected centers of research and instruction in the practices of education. Nevertheless, the new superintendent listed among his twenty-one economies, in addition to elimination of kindergartens and curtailment of adult education, reduction in the services of visiting teachers, who integrate the work of the schools with that of social agencies, and school nurses, who are the first line of defense in the city's public health plan.

Before he became acting superintendent, Schoonmaker had been for some years the principal of West High School. During that time the school achieved a more than ordinary amount of newspaper publicity for four activities. It had an unusually fine record in declaratory and forensic contests, in which Schoonmaker was personally much interested. It had a series of winning athletic teams, but unfortunately not without benefit of scandals that provided much exciting copy for the sports sections of the daily papers. The school was the only one in the city to organize a Young Patriots League when the United States had its abortive "shirtist" movement among the youth in scattered sections of the nation.

Forensics, dramatics, and the use of patriotic appeal evidently are all important to Schoonmaker in his dealings with people. The following characteristic sentence is from his reply to the janitor-engineer strike demands and was printed in the *Minneapolis Morning Tribune* of December 19: "While many mothers and fathers of our children are in uniform and dying for their country at a wage of \$21 a month in the Pacific area, Smedberg (the organizer for Local 63) tells the citizens of Minneapolis they cannot use the school buildings to shelter these orphans of war." A semi-anonymous pamphlet vilifying board of education em-

ployees and distributed in downtown office buildings by unidentified persons two days before the threatened strike is identical in parts with earlier statements made to the press by Schoonmaker. It contains the dramatic revelation that the strike vote to close Minneapolis schools is a subversive act against the safety of the nation.

For a number of years Schoonmaker has surrounded himself with a little band of devoted followers. For a time, one member was the boy leader of the Young Patriots League. The group at present is interesting and puzzling. It comprises individuals from the diverse areas of society, men and women who seem to have in common only two things—intense loyalty to Schoonmaker and personal histories of disappointment or misfortune. They will say to you, with rapt expressions, "He's a wonderful man, a wonderful friend."

As individuals, they attend meetings at which the superintendent's policies are scheduled for discussion. Almost invariably one of them will request permission to speak as an interested visitor, and upon being granted the courtesy of the floor will plead for Schoonmaker's program on general principles of economic soundness and fundamental Americanism. It is probably safe to assume that it is these lieutenants who took charge of the distribution of leaflets advertising the bad qualities of Schoonmaker's non-supporters and that it is they who write warning letters signed with fictitious names, to union leaders and teachers prominent among the foes of the Schoonmaker regime.

The board members who stood out most conspicuously against the Schoonmaker appointment were the labor members, Roy Wier and Owen Cunningham. Wier's leadership in both this situation and the janitors' strike threat which followed was a model of good labor tactic. He never deviated from his labor position of high standards of education, full salaries for employees, and insistence upon democratic procedure. Union members are proud to claim him as their leader.

On the 29th of November, by a vote of 346 to 21, the Minneapolis public school janitor-engineers voted to strike if their de-

mands were not met by the time schools reopened on January 5th of the new year.

Saturday, January 3, Governor Harold E. Stassen stepped into the situation with the proposal of a "temporary plan" to avert the janitors' strike, threatened for January 5th. The intervention was made "because under wartime conditions it behooves him to do everything possible."

The governor's proposals were: Twelve month employment of all janitor-engineers; pay raises for all, including janitresses earning \$145 a month or less; full scheduled salaries for higher paid janitor-engineers; recommendations for (1) a grant of \$20,000 from the legislative school emergency fund, (2) for legislative action in 1943 to increase Minneapolis' allotment of state income tax, and (3) a prompt survey of the entire financial structure of the school system by disinterested individuals, the survey to be conducted under an advisory committee to contain representatives of major groups interested in education in Minneapolis, including the school employees, teachers, parent-teachers, civic and commerce associations, organized labor, and some other groups thoroughly representative of the community. There was no mention of teachers' salaries, except that a board spokesman declared "the governor had given the board certain definite assurances."

In response to a general public demand for a survey, Dr. Lewis R. Alderman, of the United States Office of Education, appeared in the city upon invitation of the Board of Education president. He remained almost four days, conferring with school officials and the governor, but met with no unionized teacher groups.

The meeting of the school board on Friday, January 9, resulted in a threat by the board that the payment of full salaries to all employees as long as the funds are available would result next fall in salary cuts of one-third. This would not violate Governor Stassen's proposals because, they said, "the governor told the board they could insert a 'saving clause' in the janitor pay agreement."

At the injection of this "face saving" declaration the whole situation was thrown

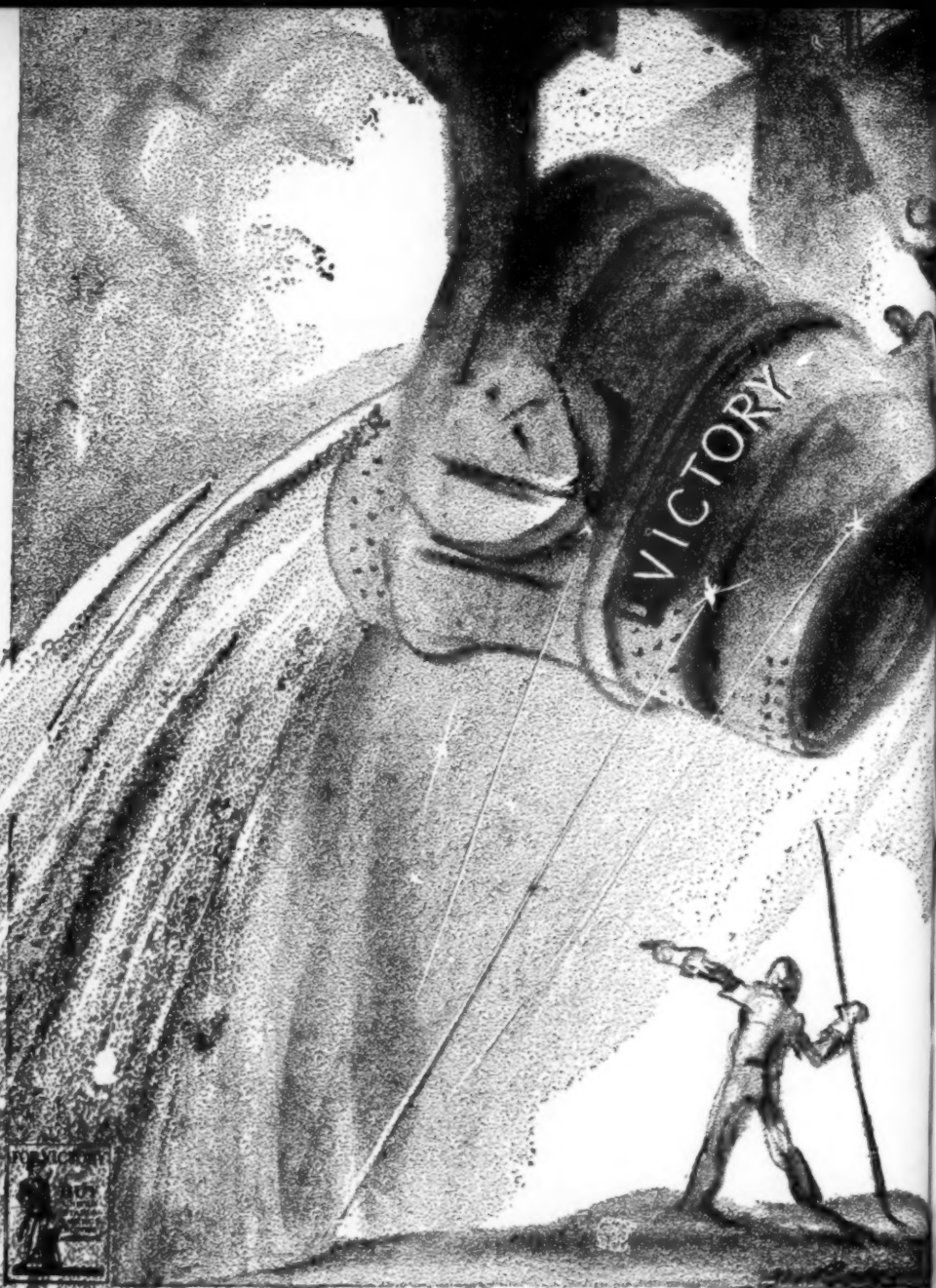
back to its original starting point. Moreover, the board declared, "the payment of the regular monthly salary schedule is to extend only until such time as the survey may be completed."

The next Tuesday, the school board met again, "to find out," as labor's representative, Ray Wier, cryptically put it "what they did on Friday." To date, they are still meeting for that same purpose. As this article goes to press, the governor's proposals have not yet been fulfilled and the situation is still indecisive.

Meantime, Schoonmaker has not been idle. In the *School Bulletin* of January 15, in an article signed "N. B. Schoonmaker, Superintendent," although he is still only acting-superintendent, and headed "Superintendent deplores pressure act, complaints," he threatens: "To follow such procedure" (approaching teachers in buildings, or telling students about the school situation even if they ask questions) "is to create antagonisms toward the teaching staff and the Minneapolis Public Schools generally." Hereafter, "Where complaints are received of teachers following these unethical practices in their classrooms, such complaints will be referred to the board of education in an open meeting." In several schools, the faculty are declared to be "overstaffed" and regular tenure teachers have been reduced to the rank of "floating substitutes," to teach wherever they may be called.

The school board has moved to initiate a referendum to increase school millage four mills in order to raise funds to cover the deficit of a million dollars. At the same time it speaks of "homes already burdened with far more financial difficulties than the average teacher experiences"—a phrase which can only result in discouraging the tax payers and discrediting the teachers' stand for full salary payments. The board attacks union organizations by declaring, "No minority group should be permitted to defeat the wishes of people through force." (This, in the face of its very recent defeat of the "wishes of the people," by the appointment of the present acting superintendent!) Organized labor and the AFT will continue fighting for the real interests of the majority of Minneapolis people.

On the Labor Front



AN INDICTMENT OF THE failure of big business, OPM, and the army and navy to push America's war effort is set forth in the 146 page report of the Truman committee to the U. S. Senate.

After a year's investigation, the ten man committee headed by Senator Harry S. Truman (D., Mo.) found that the history of 1917 was being repeated.

Here are some of the highlights of the report:

1. The OPM's "mistakes of commission have been legion; and its mistakes of omission have been even greater."

2. The 255 dollar-a-year men and the 631 additional men working without compensation

have actually served as lobbyists for private business, which has kept them on its payroll and in some cases even raised their salaries.

3. The "disappointing" production of copper, lead, and zinc was the result of industry's sit-down strike for fat profits and thin taxes (a strike that was won only a few days earlier when increases of 33 per cent to 62 per cent were granted by the government).

4. The auto industry falsely asserted last June that only 10 per cent of its tools could be used for plane engines, but quickly changed its story when civilian auto production was banned.

"As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy."

A. Lincoln

5. The huge task of converting auto plants to war production was "not even well started."

6. Manufacturers' contentions that new taxes eat up profits are disproved by the experience of General Motors, Chrysler, and Ford. For the first nine months of 1941 these three made a haul of \$430,604,778, as against only \$296,075,775 for the entire year of 1939.

7. Defense housing has been hopelessly bungled, with a dozen different agencies dividing authority and none of them accomplishing anything significant.

8. Out of thirteen companies studied by the committee, nine anticipated profits from present contracts that would exceed the 1939 value of their properties.

9. Bethlehem Steel Corporation, which reaped enormous profits in the last war again has been asking for a \$55,000,000 grant for plant expansion under terms that would have meant a gift.

10. Todd Shipbuilding Corporation admitted that the navy allowed it a profit of \$1.80 a day on each of about 35,000 employees.

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THE EXECUTIVE BOARD OF

the Tobacco Workers International Union, which recently adjourned its meeting held at the Jefferson Hotel, Richmond, Virginia, voted to donate one hour's labor a week of every member to manufacture cigarettes and other tobacco products for the armed forces of the United States provided the tobacco manufacturers give an equal contribution.

W. Warren Smith, president, and R. J. Petree, secretary-treasurer, issued a joint statement declaring that all tobacco workers were willing to give 20,000 hours of labor each week for the purpose of furnishing "smokes" to the soldiers, sailors, and marines. If the tobacco manufacturers provide the raw

products, with this amount of donated labor on the part of the workers, sufficient "smokes" could be made for all our armed forces.

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SEVENTEEN HUNDRED AFL

American teamsters are riding the Burma Road, keeping the lifeline of liberty open to the gallant defenders of China and daily defying death from Japanese bombers.

This was revealed by Richard J. Beamish, member of the Pennsylvania Utility Commission, who said these union workers volunteered to give up their comparatively safe jobs at home at the call of the government to take up the dangerous duty of keeping supplies rolling to China.

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APPROPRIATION OF \$300,000,-

000 for the payment of benefits to workers displaced by the curtailment of civilian production was asked of the House by President Roosevelt in a letter to Speaker Sam Rayburn. The President said that the sum should be used to "supplement and extend" the protection now offered by the state unemployment compensation commissions so that benefits might be more adequate and coverage extended to those not covered by the present law.

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EMPLOYEES OF THE HONO-

lulu Rapid Transit Company, threatened by local draft officials with cancellation of their draft deferments when they struck for a union shop in February, 1941, are playing "an important role in the defense of America's Hawaiian outpost."

This is the report of James B. McGrew of Division 1173, Amalgamated Association of Street Electric Railway & Motor Coach Employees (AFL), which has a contract with the firm. One of the line's routes is between the city and the Pearl Harbor naval base.

"Our first assignment was to

aid in evacuating persons from the stricken areas, while Jap bombers dropped their deadly missiles on the island," McGrew said. "Unmindful of their own peril, our drivers heroically piloted bus load after bus load of civilians to safer areas. Other drivers volunteered for emergency work operating army trucks, thus relieving many soldiers for active combat duty in repelling the invaders.

"A fine spirit of co-operation has been shown by both the management and the division in meeting the personnel problems brought about by the emergency.

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OFFICIAL REPRESENTATION

of organized labor on municipal and state defense councils by representatives selected by the labor groups themselves was formally adopted as policy in a day-long conference in Washington, D. C., January 23, between representatives of the Office of Civilian Defense, the AFL, the CIO, and the railroad brotherhoods.

To implement the policy, the conference elected a National Labor Advisory Committee for the OCD composed of 37 representatives of the AFL, CIO, and the railroad brotherhoods.

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TRADE UNIONISM HAS BE-

come an established American institution, Secretary of Labor Frances Perkins declared in her annual report to the President.

"Labor's struggle for the right to organize," the report said, "for the purpose of collective bargaining, is practically over. This right is now guaranteed by statute. This statutory protection gives to trade unionism an enormous prestige and a great responsibility."

The secretary declared that the private affairs and activities and services of unions are matters of public interest and that trade union matters have become the subject of public discussion.

The Role of a State University

Ernest O. Melby

LIKE ALL OTHER social institutions higher education must ultimately find its justification for being in service to mankind. This is especially true of state universities. Private institutions may conceivably serve the special purposes of those who endow them even though these purposes do not represent major educational goals for the people in general. State universities, however, derive both their support and their purposes from the stream of life of the state and nation. In the long run these institutions must serve real needs on the part of the supporting population or they will ultimately weaken and leave the stage of activity to other agencies better equipped and disposed to meet the needs of a complex and changing society. It is therefore of greatest importance that all state universities examine both social needs and the nature of their present offerings and activities in order that they may command public approval and serve public needs.

It is commonplace to say that universities advocate the method of inquiry. They want business investigated. They want government studied. Everything should be studied, except the university itself. This tendency for higher institutions of learning to find reason for being in mere existence as bearers of a tradition is responsible for much of their failure to meet the needs of the modern world.

What a different world confronts the university at the present moment from that which it faced a half century ago when higher education was the privilege of the wealthy and the academically inclined. Primarily higher education was professional. It was preparation for the ministry, for teaching, medicine, or law. In 1900 there were only 237,000 students enrolled in all institutions of higher learn-

ing in the nation. This represented only 4 per cent of the population in the eighteen to twenty-one year old age group. By 1938 the enrollment in higher education was 1,350,000 or 14 per cent of the eighteen to twenty-one year old age group. So far, in the present century, enrollment in higher institutions of learning has increased more than 400 per cent.

Fifty Years Bring Changes

Paralleling the rapid increases in college registration have come striking changes in the social, professional, and vocational life of the nation and of the world. Fifty years ago agriculture (for the masses at least) was viewed as an unskilled endeavor. Success in business was thought to be dependent upon hard-headedness and acquisitiveness. Homemaking was a field of activity learned from mothers and older sisters in the home. Teaching in public schools called for little more than literacy. Now agriculture has become a vocation of greatest complexity, calling for scientific knowledges and skills of the broadest and most involved character. Business men cannot read the financial pages intelligently without knowledge of economics, statistics, and marketing. Homemaking on creative levels calls for almost the entire range of those knowledges which bear upon human life and human relations. Labor has not only organized but has become a dynamic force in the life of the nation. Leadership in the labor movement calls for the most complicated knowledges of our social and economic life. Teaching from nursery school to university is now a profession with involved techniques and demands for broad understandings. Today a miner who is to be an intelligent member of his union has need of the offerings of higher institutions of learning.

A state university should belong to the people not only in the sense that it is sup-

This is the inaugural address given by Ernest O. Melby, newly appointed president of the University of Montana and formerly dean of the School of Education, Northwestern University.

ported by them but also because it has or should have something to offer to all of the people. It should be no cloistered ivory tower, maintaining a disdainful aloofness from the mundane pursuits of the workaday world, but, on the contrary, an institution whose field of activity is as broad as life itself and whose sympathies encompass all of humanity.

But even greater than the educational changes of the past half century are the world-wide social changes that have occurred. In 1895 American democracy was everywhere taken for granted. Bank stocks and farm mortgages were good investments. An economic order based upon an individualistic conquest of a frontier was still in process of vigorous development. There was little or no unemployment. There was no really dangerous international complications and the average citizen felt himself a member of a rather stable world which he would pass on to his children with improved stability and comfort.

In 1895, no one, even with the most facile imagination, could have conceived a world like the one in which we are now living. Our much discussed free enterprise economy has been so widely and variously altered that he is both a wise and courageous individual who will attempt to characterize it accurately. Unemployment is a tragic national problem only partially and temporarily alleviated by an expanding war or defense economy. The frontier of the nineties is gone. The American way of life is threatened from within by unsolved economic and social problems and from without by opposing ideologies terrifying in their military strength and ruthless in their attack upon human values. An ever expanding and evolving technology has literally revolutionized economic production, transportation, and communication. Intelligently employed for the satisfaction of human needs the world's productive resources could before long maintain the entire human family in comfort. Technology has made that whole family interdependent and given it the tools with which it could meet its every need. But the lamentable fact is that

science has so far given human beings neither the disposition towards each other nor the social implementation which would insure comfort, security, and happiness.

Not only have universities changed, not only has the world about them changed, but the role of universities in society has changed. Once viewed as the exponents of the frontiers of knowledge, universities have been failing to keep pace with advancing knowledge and social practice in the world about them. In the field of research vast commercial and industrial agencies have made inroads on the research function. Public elementary and high schools have carried their curricula, instructional procedures, and equipment beyond the levels of corresponding areas in higher institutions. The economic structure of the nation has moved beyond the thinking of the classical economist. It is doubtful if schools of business and engineering have advanced to the frontiers of current professional practice. In any case the function of advancing the frontiers of knowledge is now one which the universities must share with many other agencies and institutions.

Living Important for Learning

Universities are thus in an awkward position. They have given nurture to a science which has remade the productive world but they have not equipped men to live in that world. They have given wings to the mind of man without putting beauty and love in his heart. Primarily the reason for this failure lies in the preoccupation of the university in the academic and the abstract, leaving the problem of application to other forces and agencies. As Hogben has aptly said, "The tendency of modern youth to act without thinking is the legitimate offspring of an educational program which emphasizes thought without action." Living is the essence of learning. This is true for faculty members as well as for students. The modern world is spinning new problems with the passing of every hour. Awareness of these problems is indispensable to vital education efforts everywhere. Only as universities leave their cloistered towers and enter the varied

stream of American life will they preserve intellectual vitality and render adequate service to their supporting constituency.

I am well aware that when one advocates that universities get into the stream of life he will be viewed with alarm in certain academic circles. But such circles should be warned that a retreat on their part to ivory towers will set loose forces in our society which will ultimately destroy even the ivory tower itself. If academic circles remain aloof from the labor movement they should be neither surprised nor dismayed if this movement takes turns or follows practices out of harmony with the views of the academic mind. If the farmers do not behave as we think they should, certainly university men have no right to criticize if in the preceding decades they have looked down their noses at the

Organized Labor Says —

On April 9, 1937, Phillip O. Keeney, librarian at the University of Montana, organized an AFT local. Four days later the board of education ordered Keeney's tenure to cease at the end of the school year; placed the president of the union on month to month tenure; and threatened to discharge thirteen members of the local.

Representatives of organized labor appeared before the board to request an audience but were refused by the governor and a majority of the board. Labor appealed to the courts for Keeney's reinstatement and won. The board of education carried the case to the supreme court and lost, the court ordering that Keeney be reinstated and paid for all time lost. (In 1941 the state legislature passed a bill appropriating \$6,185 to Keeney for this purpose.)

A new governor and two board members were elected in November, 1940, and the former appointed six new members to the board. The president of the state university resigned in April, 1941, and the following summer Dr. Ernest O. Melby was chosen president.

The labor movement in Montana is encouraged by this choice and is looking forward expectantly to Dr. Melby's building up an educational institution which will meet the needs of all the people of the state.

JAMES D. GRAHAM, President
Montana State Federation of Labor

farmer and his problems. If universities fail to help business men solve the baffling problems now facing them they have no right to point a finger of scorn at business practice. If democracy is to survive, the problems of all groups in that democracy must find solution. Democracy like all other concepts and theories of life and government must stand the test of time and experience. It must work for the betterment of human life or its place will be taken by other patterns. In our national life we have stressed the importance of education to democracy and rightly so. But we should stress with equal fervor the importance of democracy to education. In fact there can be no real education without democracy. Totalitarian societies have made a travesty of higher education and have made a mockery of the method of investigation and search for truth. When democracy falters and dies the ivory tower disintegrates and its occupants become pathetic, deceiving apologists for that monstrosity called the state.

We are now in the position to view the obligations of a university in the face of the developments which have taken place in its history and with due account for the social scene of which the university is a part. The university belongs to all of the people. It is supported by the people and it has potential services for them and obligations to society as a whole. Moreover the crucial problems of our society lie in the areas of human living and human relationships. They are going to be solved largely as the universities identify themselves with the life of the state and the nation. Broadly speaking, a university should seek to raise the level and quality of living in the state. Such a role for the university carries with it definite implications in regard to the scope of the university program, the nature of its offerings, its internal life and administration and its support.

The university can have no part in partisan political endeavor, nor can it recognize or participate in class struggle. It owes much to labor, but it also owes much to capital, to the mines, to professional men, to stockmen, and to farmers. Its facilities

should be available to all of these groups in order that each group shall be in a position to increase its social contribution and its quality of living. Similarly the university must not confine its activities to any one section of the state.

In all of the outlying communities there are teachers, lawyers, doctors, dentists, business men, homemakers, leaders in labor movements and in community organizations. All these have need of better preparation for their work. In many cases the facilities for study in these outlying communities are as good or better than on the campus of the university. Field courses in education have the use of local public school facilities for plant purposes and laboratories. The students have the motivation of everyday contact with the realities of school life. The same can be said for work in community organization and business practice.

We have yet to mention, however, one of the best reasons for a strong extension program. The university professor who goes to an outlying community to offer courses is thereby educated and better equipped to teach his campus courses. He acquires an understanding of the life of the community and of the state. He is in some measure protected from isolation and impracticality.

There is at the same time a need for campus activities of a short course nature made available to people in the state at very low cost. The university needs a center for continuation study in which short courses and conferences can be held and in which visiting students can be housed at low cost. Such a program of short courses and conferences would make the campus facilities open to a large number of people in various lines of work not now served by the university. Simultaneously it would bring about better understanding of the university and its problems and needs on the part of the citizens of the state.

Strength in the work of the professional schools of the university is of vital importance to the welfare of these professions and the welfare of society. The instructional problems to be faced in pro-

Organized Farmers Say—

I believe I am correct in stating that the people of Montana feel that Dr. Melby, in assuming his duties as president of our state university is, at the same time, assuming a position of leadership in directing public thought and opinion which will be of inestimable value to them all.

He has made it clear to the people of the state that his conception of the mission and purposes of the institution is to be of service to them all. There is a general feeling of confidence throughout the state, not only in Dr. Melby's scholastic talents and executive ability, but also in his sincerity and integrity. The people of Montana, I feel sure, deem themselves extremely fortunate in having secured his services.

H. S. BRUCE

Editor "Farmers Union News," (Montana)
Managing Editor the "People's Voice"

fessional schools vary greatly from school to school and differ from those in a college of liberal arts. The professional schools are in competition with their own professions for staff and must at all times maintain a program which commands the confidence of their professional constituency.

But the membership in all professions is made up of men and women. They have the same need for a general liberal education that students in an arts college present. As a result general education is a common need for all students. Accordingly the university's program in general education is of utmost importance. Music, art, literature, knowledge of home and family life, social studies, some appreciation of the role of science in the modern world and the significance of the method of science in the solution of human problems are all important elements in a general education for all. Instruction on an individual basis in art and music should be available to all students at no more cost than instruction in history or mathematics. In a real democracy individuals should not be penalized for the nature of their interests or aptitudes.

Since our educational system seeks to further the ends of a democratic society it is imperative that the life of the uni-

versity and all the human relationships connected with it be conducted in a spirit of good will and human sympathy and understanding. The most important thing about the university is the quality of living that goes on in it. It is through the process of living that qualities of character, of personality, and of citizenship are developed. More than anything else this quality of living is inherent in the human relationships of university faculty members, students, and community.

State Board Responsibilities

A university should be a thoroughly creative undertaking. It can be creative only as it liberates the creative capacities of faculty members and students. Thus administration in a university is not primarily a task of physical, financial, or accounting management. These types of management are important only as they serve educational aims. Primarily university administration should seek to liberate creative talents and to provide stimulus to greater effort and achievement. The administrative problem is one of finding those ways of living and working together which provide greatest security, freedom, and incentive for effort.

Obviously an enterprise with such a creative goal has no place for devastating personal conflicts, selfishness, and personal, or professional near-sightedness. On the contrary the administrative relationships and activities should go on in the spirit of the scientific method and in mutual good will. Members of the university faculties have the rare privilege of association with gifted minds and rich personalities. A community of such minds and personalities should be able to achieve a quality of human relationships which would be an example to students and the university community.

The problem of university organization, however, is very complex. While the faculty should have a large share in policy determination, the faculty cannot dominate the university since the university does not belong to it. Students have much that is valuable to contribute to the management of the university but students can-

not control the university. The board of education has an important contribution to make but it must be advised by the faculty and administration. The problem of university administration is one of securing from all concerned their best contributions to educational policy and of translating these contributions into that education program best designed to serve the people of the state. To be sure, we have as yet neither the organization nor the techniques for this kind of university management. We shall develop techniques largely through experience in working and living together. Administrators can help by being humble, tolerant, and open-minded in their dealings with faculty and students. The faculty and student body can help by assuming responsibility and by being generous and tolerant in their relationships to each other. The development of democratic and creative administration in higher education is an undertaking beyond the power of any administrator alone. It calls for whole-hearted co-operative effort on the part of the people of the state, the board of education, administration, faculty, students, and community.

Toward a People's College

No one of the groups just mentioned has a heavier responsibility than the state board of education. The people of the state expect it to establish sound educational policies. The faculty expects it to show educational insight and to protect educational values and freedom for students to learn. The faculty and the administration must supply the board with complete information. The board has a right to assume that the administration is sensitive to and representative of faculty thinking and feeling. Simultaneously, the faculty and the administration must be sensitive to the problems and needs of the state. In this complex process there is no royal road to success but complete communication and understanding between the university and the state board are essential if the state board is to be in a position to meet its responsibilities.

One of the most difficult problems confronting universities is that of adequate

support. Taking the long-run view in American education the state institutions have the soundest basis of support. The American people believe in education. It may safely be assumed that they will adequately support the educational institutions which they understand and by which they are well served. The institution must really serve its constituency and it must furthermore maintain such a program of public relations that the people understand the institution and its needs.

Creative Goals of University

The last fifty years have been miracle working years in the history of both education and society. Higher education has now a contribution to make to almost every human endeavor. The university may soon be as truly the people's college as the high school. Democracy having held out the promise of a creative life to humanity now seems in sight of making good on its promise by opening all the doors to knowledge, individual development, and social effectiveness to all its members. Having helped to release to society a technology which has remade the productive world, universities now find their greatest challenge in the application of this same science to the task of so equipping and influencing the minds and hearts of men that our mastery of productive forces may enrich the lives of all. Change and development in the world outside of universities are proceeding so rapidly that unless universities leave their ivory towers and find their stage for action in the stream of life itself they will lose their strategic role in advancing the frontiers of knowledge. Aloofness to the world of the man in the street will ultimately undermine both our democracy and the educational structure it has nurtured. The university must serve all the people of the state without itself becoming subservient to any individual or group.

The university must be brought to the people and the people must be brought to the university. The entire state must become the campus of the university. In-service education is as important in the professions and to the lay adult as pre-service education. In professional educa-

tion the demands of the profession, social and individual needs must take precedence over academic traditions in the determination of professional curricula. But all students and all citizens have need for the most complete personal growth and the utmost social effectiveness. Here lies the challenge of general education. The life of the university must itself become creative. Rich in the beauties of the fine arts and strong in its understandings of the modern world the life of the university should foster harmony and good will in human relationships. Personal relationships of faculty, students, and community should be fine examples of creative living. The internal organization and administration of the university must be harmonious with the democracy it seeks to nurture and preserve. From the best thought of all concerned must be developed that program of education best designed to meet the needs of the people of the state.

Our nation recently has been plunged into war through ruthless attack by an aggressor nation. The international issue is now clear. The democratic world is engaged in a crucial struggle with forces of international lawlessness, forces that deny practically all of the human values represented in the American tradition. In this epoch making struggle for human freedom our military defenses are no more important than the moral defenses of our nation. Ultimate victory will call for sacrifice and solidarity on the part of our people. We must have a determined will to live as a free nation. In our kind of society we can build these moral defenses only through a thoroughly effective program of education from nursery school to university.

The development of a program of higher education which promotes creative living for all of the people of the state and which contributes to national solidarity is a project which needs only to be understood by the people to win their support. It is an undertaking that will constitute a challenge to the intelligence and the co-operative good will of faculty, students, administration, the state board, and the people.

AMONG THE NEW BO

Workers' Education and the Future of Democracy

WORKERS' EDUCATION IN THE UNITED STATES, Theodore Brameld, editor. Fifth Yearbook of the John Dewey Society. New York: Harper & Brothers, 1941, \$2.50.

The public schools and democracy, in the minds of many people, are as Siamese twins. Without doubt our public schools have contributed greatly to the prosperity and stability of our country. But actually the spirit of the curriculum and of the administration of public education in our country is yet in many respects medieval and aristocratic. Although organized labor has been chiefly instrumental in extending public education, the public schools have been strangely indifferent where not hostile to organized labor and to the educational needs of workers' children.

Yet in a democracy it is imperative that the great majority of our citizens have an education that will not only give them literacy and the vocational skills essential to their calling, but also will help them to discern their economic and political interests, instruct them in their legal rights and responsibilities, and aid them in their relations with their employer and their union. With ten million men and women now in organized labor and with the increasing concentration of economic power in the hands of corporations and labor leaders, it will be tragic if American public education fails to give to all children and adults a form of education that will enable them to fulfill their democratic responsibilities. For democracy in American life will depend in no small degree upon the character of the relationships in American labor and industry. Democracy in organized labor and democracy in industry will be essential to the survival of democracy in other areas of American life.

This raises the very serious and embarrassing question as to what our public schools are doing to develop intelligence and understanding essential to democracy in these two great fields. Unfortunately, as the authors of this volume show, American education is for the most part indifferent, when not antagonistic to the interests and problems of workers. School boards are chosen from the employer group. Superintendents are chosen by them and reflect their bias. Teachers are trained by colleges and universities which are likewise aloof from the interest of the great majority of people—the workers. The curriculum continues to reflect the educational interests of a century ago when the schools were definitely a class institution. Thus our schools are very slightly responsive to the needs of democracy in

a broad sense. When they do give vocational education it is given more in terms of the needs of employers than the needs of workers, and is isolated from the more general and cultural aspects of the school program.

Moreover, schools generally are too self-contained, teaching about a past with little reference to the world outside their walls. Much has been written and said about the need for a community centered school. Yet little perception has been shown of the fact that the great bulk of the community is made up of workers. A truly community centered school would make all its students more intelligent and appreciative of the needs and problems of workers.

Since, however, schools have failed in this task, workers' education has developed outside the schools. At first workers' education took on an academic and intellectualistic turn fostered by intellectuals and philanthropists. For obvious reasons this type of education was not successful. When, however, workers' education began to deal with the problems of workers where they were, workers responded accordingly. Probably the finest teaching to be found anywhere will be in workers' classes. It has to be good. If it isn't the students either walk out or do not show up at all. However, the freedom from extrinsic restrictions and requirements permits the teacher to experiment. The social maturity and needs of the students stimulate the teachers.

Thus the incorporation of workers' education into general education, public school, and university would not only serve the democratic needs of the community, it should greatly stimulate and fertilize the whole educational program. It would bring a sense of reality and spirit of vitality into the school room. It would also lead pupils outside school walls into a richer educational experience.

The Fifth Yearbook of the John Dewey Society, edited by Professor Theodore Brameld, is a splendid omen for American education and American democracy. It is significant that at last an educational organization should turn its attention to the education of workers. Most of the contributors are now teaching in workers' education. Fortunately, however, it is an effort toward a synthesis of the points of view of the professional educator and the workers' educator (an awkward distinction). It will be unfortunate if those who train workers do not become acquainted with this volume for it should have considerable influence eventually upon both public and workers' education. Certainly the education committee (or some other) of every local of the American Federation of Teachers should study it. The AFT national conventions should begin to reflect it in their decisions and policies.

BOOKS

George E. Axtelle Reviews Workers' Education in the U.S.

Part I gives a background necessary to understand labor, labor's relations to public education, and the development of workers' education. It sets forth the challenge to and the opportunity for workers' education whether in public schools or as a separate venture.

Part II, "Workers' Education Today," is an exciting picture of the manifold situations, problems, and methods with which workers' education is involved. Any alert teacher should be stimulated and inspired by this picture and by the conception of the possibilities in general public education when it awakens to its democratic responsibilities. Here we see education at its best serving the needs of its students. Would that public education should rise to this challenge!

Part III, "Problems and Prospects," sets forth the difficulties of teaching and learning for men and women who have already done a hard day's work, the problems of materials, type of program, finance and support, administration, and public attitude. It gives us a picture of the agencies that are now engaged in workers' education. It discusses the relation of workers' education to public

education. It sets forth the specific proposal that a department of workers' education be established with personnel and facilities equal to that of other major departments in some American college or university. It should give thorough training in the social sciences, philosophy, education and their inter-relationships and practical experience in the labor movement. This part also sets forth the groundwork of a philosophy of workers' education.

This volume should add distinction to the John Dewey Society. It is practical and realistic and at the same time imaginative and philosophic. It is written with such basic understanding of the needs and problems of education, labor, and democracy that it gives one a vision of a practical road ahead. It comes as a fresh lusty breeze blowing through the academic halls. It should dislodge some cobwebs and awaken the profession to the great challenges and opportunities out-of-doors. This is the type of literature the leaders of our profession must read and write if education is to be the real Siamese twin of democracy in the United States.

GEORGE E. AXTELLE

Education's job for tomorrow is here today!

WORKERS' EDUCATION IN THE UNITED STATES

Fifth Yearbook of the John Dewey Society

Edited by THEODORE BRAMELD

In twelve chapters, outstanding authorities in and out of the educational field provide the first over-all picture of the most significant development in education in a century. They show the meaning and program of workers' education, the facilities of public education untried by workers, the philosophy of the movement in relation to American democracy, and they provide those engaged in workers' education with a handbook, interpretation and critical appraisal of their activities.

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IN AN APPENDIX WILL BE FOUND THE BIOGRAPHIES OF THE EDITOR AND THE SEVERAL CONTRIBUTORS

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An Alliance of Labor and Teachers

Alice Hanson

"An alliance of labor, teachers, and professional educators, all dressed up and all knowing where to go and what to go after is certain to prove to be a contribution of inestimable value to the fighting battalions of labor, democracy, and defense in this crisis."

—J. B. S. Hardman in the John Dewey Yearbook, "Workers' Education in the United States"

AS EVERY MEMBER of the AFT searches for a place to make the contribution which will help win the war—and win the peace afterwards—such an alliance as Hardman suggests is the key to the problem of integrating our union efforts with the whole labor movement in its war effort.

Labor is not just another minority group, but the largest single organized, and therefore articulate, group in our democratic state. Its peculiar and indispensable function of production of goods places labor apart from most other groupings of citizens by nationality, race, language, religion, etc. Because it cuts right through them, labor emerges beyond and above such classifications as a necessary, integral, functioning element in American democracy.

For years, the labor movement in spite of its potential dynamic contribution to democracy completely withdrew from activity outside the union hall. Under the slogans of business unionism, its functions and its membership both became more and more restricted. In fact, during the 20's when industry was swinging up, labor was on a decline both in numbers and in influence.

In contrast, the post-depression labor movement represents a conscious swing away from the non-political, individualistic philosophy of the Gompers era. Under the Roosevelt administration labor found a legal base for its position in society and began to assume responsibility for some part of the solution of all the problems touching members of the unions. The

present war has accelerated this development. This change in labor's position in America in the past ten years, as well as the sudden growth of the movement itself, has given workers' education a new function and significance.

It is at this point that the union teacher enters—or should enter—the picture.

The change in labor's status has left many people, including many labor people, relatively untouched or at best only nostalgic. (The recent convention of the National Association of Manufacturers rang with references to the hoped for return to "free enterprise.") But the change has come to stay. Labor before the war (and much more so in the war) was an integral part of government, not just advising, but formulating policy and assuming many administrative tasks as well. Teachers have a two-fold responsibility in this new order: to act as interpreters and teachers to labor itself on the one hand, and to the non-labor elements in the community on the other. Although this latter task is not the subject of this article, it may become one of the most important functions which a union like ours, made up of professional people with community-wide contacts, can perform.

Why does labor need this interpretation and this explanation as well as other people? It needs them because many sections of the labor movement have not outgrown the ideological inheritance of Gompersism; because events have moved faster than men's minds; because there is no tradition and hence no standard by which labor can measure the change which has taken place. To the extent that leadership and membership have lived from one era to another, programs and methods represent muddled attempts to use techniques that once worked, on problems that are completely new. On the whole the labor movement recognizes its new posi-

tion, possibilities, responsibilities, but it does not quite know how to deal with them.

A case in point is the introduction of labor board elections and federal mediation into the field of organizing; or the rapid increase of technological changes accompanied by the tightening up of managerial controls of industry itself, as problems with which a labor organization must reckon before undertaking to unionize the workers in the industry.

The relation of the union to its membership has undergone a great change too. In the old days, an organization might well have a cohesiveness born of slow growth and a constant struggle for existence. The new situation has brought great, new organizations of semi-skilled and even unskilled workers who came into the labor movement without any roots whatever in its soil. There are broadly speaking no traditions, few loyalties, little knowledge of the movement, because these take time and experience to develop. There is neither time for, nor interest in, setting up a program of workers' education as a separate union activity. The new workers' education calls not only for a classroom but a functional technique which finds and uses the educational possibilities in day-to-day union work.

The new union must help its members with information on unemployment compensation and social security. It wants to acquaint them with government agencies so as to organize union pressure in the fields of housing, health, legislation, safety, nutrition, child welfare. It wants to offer opportunities in music, dramatics, dancing. It wants to make the labor movement and current events interesting through use of all sorts of visual materials, exhibits, movies, bulletin boards. It wants to give members the advantage of belonging to credit unions and co-operatives. It wants to make the union meetings and the meetings of the ladies' auxiliary, the committees, the junior union recreational and educational—and it needs for this purpose song leaders, recreation leaders, discussion group leaders, moving picture operators, chalk talkers. And this is only

a listing of the obvious.

Where do teachers fit in to such an approach? **Everywhere.** The skills which every teacher has in some degree, can be used by the local unions in his vicinity if the skills and the needs can only be coupled.

Philadelphia's Local 3 undertook this fall to do something about preparing its members to fill these needs. A Workers' Education Committee was established to provide some preliminary training for union members who wanted to volunteer for the education and recreation programs in unions, and to acquaint unions with the fact that such leadership was available.

The first step was to set up a series of six Monday evening programs as a kind of training. Interested teachers wanted to become better acquainted with the unions where they might work—with their personnel, headquarters, publications, industry problems, union structure. Each meeting was held at a separate union office where a local officer discussed the problems of that organization. Teachers heard about technological changes in the industry and how they affected the skills and numbers of workers; about the place of the Philadelphia market in the total industry; about problems of shift operation and seasonal fluctuations and their relation to union attendance and the organization of union activities; about the impact of defense on the industry—how upholsterers couldn't get nails and clothing workers were threatened with wool shortages. Each evening concluded with an outline of the education program conducted in the local and a statement of places where the union could use teacher union members as volunteers. A final meeting was devoted to a discussion of current trends and techniques, sources of materials, organizations in the field of workers' education, etc. The unions which co-operated with Local 3 in giving the course were two joint boards of the International Ladies Garment Workers, the Amalgamated Clothing Workers, the Textile Workers, and the Upholstery Workers.

It is too early yet to describe the out-

(Continued on page 24)

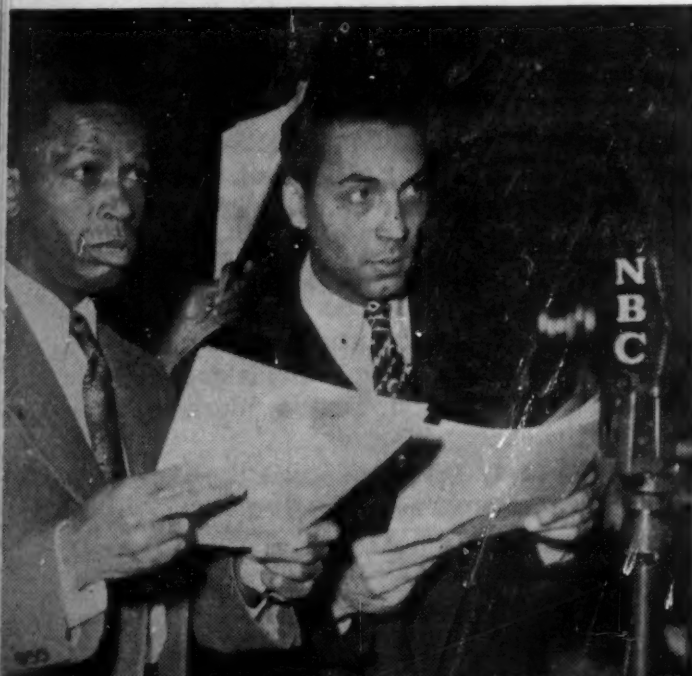
U.S. Office Sponsors "Freedom's People"

"FREEDOM'S PEOPLE," a series of dramatic educational radio broadcasts on Negroes' participation in American life, has been planned and executed for the purpose of helping to develop national unity and better race relations. It is sponsored by the United States Office of Education and a committee of Negro and white national leaders. The Julius Rosenwald Fund and the Southern Education Foundation have provided funds for necessary expenses, including transcriptions, a sustaining chorus, and a dramatic cast. Co-operation has also been received from many government and private agencies, including libraries and educational institutions, and from innumerable artists and musicians, who have participated on the programs gratis. The programs have been broadcast through the facilities of the National Broadcasting Company.

The series deals with music, science and discovery, sports, military service, agriculture and industry, education, creative arts, and the theatre. The purpose of each program is to show how Negroes have participated in and contributed to the particular aspect of American culture under consideration; to give Negroes a "sense of belonging" and to inspire and encourage them to make more progress; and to give the majority group greater knowledge and keener appreciation of the Negro's contribution and potentialities for personal, group, and national development.

According to letters received and comments made, the programs have been well received by thousands of persons from the Atlantic to the

Members of the dramatic cast of "Freedom's People" a radio series dealing with the Negro's contribution to American life. NBC photo.



Pacific and from the Lakes to the Gulf. The transcription of the first program was played at the White House for President Roosevelt and his wife who expressed great satisfaction. The latter has twice made favorable comment about the programs in her columns.

The programs have continuing educational significance, since a transcription of each broadcast is to be distributed free to schools and colleges and other non-profit agencies, together with a study guide, to be used by Negro and white students and adults. Their educational value lies in the fact that they furnish both historical and current information about Negroes.

It is the first time that there has been a series of broadcasts on Negroes, and the method and pattern used are novel, each scene being introduced by lines from an appropriate song.

The following celebrities have appeared on one or more of the broadcasts: Paul Robeson, George W. Carver, W. C. Handy, Joshua White, Noble Sissle, Joe Louis, Jesse Owens, Colonel West A. Hamilton, Nedom Roberts, Edward Matthews and A. Phillip Randolph. Contributions have been made by the following musical organizations: Tuskegee Choir, Noble Sissle's, Cab Calloway's, "Fats" Waller's, and Count Basie's Orchestras, the Golden Gate Quartet, and Southernaires. The sixth program, which will be broadcast on February 15, will feature Dorothy Maynor and the Howard University Women's Glee Club.

The series are under the general direction of Dr. Ambrose Caliver, specialist in Negro education in the United States Office of Education, and William D. Boutwell, radio chief.

Toward Nine Million Free School Lunches

PUT THE 650 MILLION free school lunches served to our undernourished children last year on two-foot trays and they would just about reach around the world. Stretched around the world, as is customary with statistics, these lunches would have done no one any good. But as daily additions to the inadequate diets of several million school children, these lunches made a real contribution towards building better bodies, better health, and sounder, more alert minds.

Channelizing farm products, which are, in some seasons, so abundant that they depress the farmer's market, directly into school lunches for children who are not getting enough of the right kinds of food, is a relatively new idea. The Department of Agriculture through its buying agency, the Surplus Marketing Administration (formerly known as the Federal Surplus Commodities Corporation) has been acting to broaden markets for such farm products as fruits, vegetables, dairy and poultry products, cereals, and

some meats. One of the important methods of doing this is to buy these products from the farmer and give them to state welfare agencies for distribution to families receiving public aid and for use in free school lunches for children that need them.

The fact that there are large reservoirs of food available for lunches has made possible rapid expansion of the number of children being fed each year. But a supply of food alone will not make a lunch. People are needed, people who know the need for these lunches and who will get the ball rolling, who will organize and plan and work to get the necessary equipment, space, and other foods not supplied by the government, and finally after the lunch program has started, people who will do the day in and day out work of running the program.

There is work for all interested people in the community. No group has been more outstanding in this work than teachers. This is readily understandable. They are the ones who have watched the disastrous effects of malnutrition on the health and minds of children who daily sat before them. They are the ones who know firsthand that a chronically hungry child is not a good student. And they are the ones who have for years been carrying on the fight against this condition, digging deep into their own pockets countless times.

The rapid growth of the school lunch program during the last four years shows how successful their efforts have been. The so-called "surplus foods" have been available for lunches since 1933, but it was not until the school year 1939-40 that a concerted effort was made to get these foods to as many children as possible. The table below shows the number of children and schools taking part in the program during the peak month (March) of the years 1938-41. The table also shows the number of pounds of food from the Surplus Marketing Administration that were used in the lunches during the month.

Month of	Children	Schools	Foods
March	Number	Number	Distributed Pounds
1938	567,000	11,000	3,944,000
1939	892,000	14,000	5,244,000
1940	2,483,000	35,600	14,704,000
1941	4,715,000	66,700	55,729,000

Figures for March of 1941 as compared with those for March of 1939 show that in the elapsed two years the number of children receiving lunches increased more than 5½ times; the number of schools with lunch programs 4½ times; and the quantity of SMA food contributed by more than 14 times.

An examination of the record for the first four months of the present school year (September-December) shows a continuation of growth of the program. In fact, participation was unusually high right from the first of this year. By Octo-



She doesn't need all her teeth to eat the noodle soup in this school lunch, but she's going to have a tough time with an apple. If your school system is not participating in the free lunch program, communicate with the Federal Surplus Commodities Corporation, Washington, D. C., or with its local offices in your city or state. USDA Photo by Forsyth.

ber, the number of children receiving lunches had nearly reached the peak March figure of 4,715,000 for last year. In November, last year's peak month was exceeded, and in December 5,500,000 children received lunches.

The indications are that at the peak month of this year between six and seven million children will be reached. This is progress but the job is not yet done. It has been estimated that there are between nine and ten million school children who need these lunches. Government food is available for all of them. How soon they can be brought to the school lunch table depends on local communities, on how quickly they can organize a lunch program.

One thing is sure and that is in every school where there are undernourished children, the teachers will be pulling for the lunch program. They can get sound advice on how to proceed from their local welfare agency. They will be told the location of the nearest Surplus Marketing Administration office which will help them get the program organized, tell them how to enlist the aid of the Work Projects Administration, the National Youth Administration, the local Office of Civilian Defense, and such local groups as civic, welfare, and fraternal organizations, churches, Parent-Teacher Associations, mothers clubs, and others interested in seeing that our children do not go hungry.

The job ahead is a big job, an important job, never more important than now. We are at war and we must all be strong to win. We cannot neglect any segment of our population.

NEWS FROM LOCALS

(Continued from page 2)

Schools in the War" was held on Sunday, January 25. The guest speaker was Elinore M. Herrick, regional director of the NLRB.

Abraham Lefkowitz, legislative representative of the Guild, is now chairman of the legislative committee of the Council of AFT Locals in the Metropolitan Area, organized last month by Locals 2, 24, 25 and 280. A comprehensive legislative program, featuring protection of state aid and its extension to the kindergartens, reduction of class size, extension of the life of teachers' eligible lists, and equalization of teaching hours in the vocational and academic high schools has been adopted. Dr. Lefkowitz is vice-chairman of the Joint Committee of Teachers Organization and represents that body at Albany.

The new chairman of the Guild's educational policies committee is William H. Kilpatrick, nationally prominent educator. The committee has adopted as its special study the general problem of the demands which the present emergency is making on the schools. Its immediate project is the organization of a spring conference at one of New York's big hotels.

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600 DES MOINES, IOWA—Local 600 has formulated a twelve-point program, divided into two parts. Under "Teacher and Pupil Welfare" they ask for the full operation of the salary schedule in the 1942 teacher contracts; an analysis and revision of the salary schedule in accordance with the rising cost of living; abolition of the present system of permanent supply teachers; extension of the school lunch program; liberalization of sick leave provisions to

Teachers Union in Action

provide a minimum cumulative leave of not less than thirty days; and teacher participation in determination of methods of giving medical examinations to Des Moines teachers. For "Community Welfare" they recommend the passage by the legislature of a teacher tenure law, a uniform teacher contract law, and a state aid to schools law; the adoption in Des Moines of adequate vocational education and adult education programs, the latter to be supplemented by a public forum; a complete program of federal aid to schools

and the continuation of a national policy of all-out aid to countries resisting aggression and the building of a strong defense for America without curtailment of school budgets, limiting of academic freedom, abrogating of civil rights, or denying the right to organize unions.

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437 TRENTON, N. J.—The Mercer County Teachers Union recently addressed the Trenton Board of Education asking that (1) a bonus of 20 per cent be granted to all employ-

Cleveland Salary Cuts Restored

279 CLEVELAND, OHIO—Salary restoration in Cleveland dates back to last fall when, after refusal by the voters to endorse both a bond issue and a levy to keep the schools open from September to December, 1941, the Teachers Union sponsored a special election campaign for a four mill levy, which was approved by the voters two to one. It was known at the time the levy was approved that it would not raise sufficient funds to continue normal functions at full capacity.

The Union proposed to the school board various economies wherein impairment of absolutely essential services would not result, such as curtailment of the school garden program, playgrounds, community centers, and night schools.

These economies were effected by the board, and salaried employees were voted a 10 per cent pay cut for those four months, with the assurance that any excess funds resulting from taxes or other available funds would be committed to salary restoration. At the request of the Union, a proviso was included in the contracts making such commitment of excess funds a matter of contract and therefore legally binding upon the board.

The superintendent, the director of schools, and the clerk-treasurer co-operated wholeheartedly in practicing strict economy within their departments. These economies, plus an excess tax collection chiefly from intangible taxes, resulted in not merely a complete restoration of the full 10 per cent but also enabled the clerk-treasurer to close the year with a balance now attested to be about \$450,000.

All this occurred despite the fact that the Teachers Association, a non-union group, urged the board to carry on all functions at full going rate, with the assurance from them that the employees would gladly accept whatever cut might result therefrom.

A prominent part was taken by the Union at the convention of the Ohio Education Association last month. James Dunn was elected to its Educational Council and Roy T. Deal was made president of the Legionnaire Schoolmasters.

ees earning not more than \$3,000 a year and that (2) selectees or volunteers in national defense be paid the difference between their present salaries and their substitutes' pay and upon return be reinstated in their positions at the same salary they would receive had they remained in the service of the board. The board promised to give consideration to these requests when making up the budget.

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441 BOSTON, MASS.—At the suggestion of the Union, a conference on civilian defense as it applies to schools was held recently for Boston Teachers. Interesting courses on labor legislation and related subjects were started during the month of January in connection with the workers' education program. The Union is supporting a move for an emergency session of the state legislature to rescind the 16 per cent pension cut to go into effect next June for all teachers in the state outside of Boston. The entertainment committee is planning a dance and entertainment for the USO for February.

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460 EVANSTON, ILL.—The North Shore Teachers Union, in co-operation with the North Shore Labor Council, sponsored a public meeting on community defense, January 23, at the Orrington School, Evanston. Dr. Albert Lepawsky of the University of Chicago, spoke and was followed by a panel discussion of teachers and parents. George E. Axtelle was chairman of the occasion. A detailed program of action for defense of school and community, with an outline of guiding principles and directives, was adopted by the sponsoring agencies. This program listed means of teacher defense participation; teacher-child-parent defense participation; and teacher-parent morale.

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571 MAYWOOD, ILL.—The majority of the teachers at York High School, Elmhurst, joined the West Suburban Teachers Union this fall. As soon as their organization is perfected the Elmhurst teachers may decide to ask for a charter as a separate local.

Teachers and Defense

522 BERGEN COUNTY, N. J.—Paul Trilling, president of Local 522 and vice-president of the New Jersey State Federation of Teachers, is the author of a pertinent article on "Teachers and National Defense" published in the *New Jersey Teacher* for January.

"The role of teachers in defense has been of prime consideration for a long time. We have thrown ourselves into all available defense activities, and have welcomed all requests for our aid. Lately, however, we became aware of the fact that we were approaching the problem of our participation in the defense effort too narrowly. We asked ourselves in what areas teachers can best function, and give maximum play to the abilities acquired by their training and experience. We realize now that public education in the broadest sense is our prime province today. In the light of that realization our educational policies and defense committee has outlined the following broad program of teacher activity to help win the war as quickly as possible.

"We suggest the calling of conferences in each community involving teachers, students, administrators, board of education, defense council, and civic groups, to plan the part of the schools in the war. General problems of curriculum adjustment would constitute the framework of such conferences. "Curriculum-as-usual" will not do today.

"We envisage the construction of units in Social Studies, English, Art, Practical Arts, Mathematics, and Science to meet present-day needs. On both elementary and secondary levels students can contribute to morale by saving waste paper, tinfoil, stamps, and by engaging in campaigns for Allied War Relief. They can become junior air-raid and fire wardens, first aid assistants. But there is much more that they can do: put on plays, dances and poster displays for defense purposes. In the elementary schools there is serious need for more than a mechanical type of activity. Assembly programs, for instance, utilizing such things as OPM films, can aid the youngsters to acquire an appreciation of what the war is all about.

"Each community must consider the size of its classes, for overloaded classes constitute a hazard during air raids, and make it difficult to give our pupils the full measure of attention requisite for democratic citizenship.

"The school library can become a center for defense information in its locality, with bibliographies, displays, meetings. An adequate school lunch program becomes now a matter of urgent community concern. With the sacrifices that war imposes, the health of our future citizens must be carefully nurtured and protected. Hot lunches and penny milk become a front line of home defense.

"While this is being done on an increasing scale, the tempo must be stepped up and the objectives broadened. Health, home defense, and a better education for democracy must be envisaged. "Gym" facilities should be made available to keep the public fit for every stress and strain that war brings. The public should learn how it can help to improve public health through a general series of courses on nutrition, sound

(Continued on page 27)

An Alliance of Labor-Teachers

(Continued from page 19)

come of this program in terms of actual classes taught, but a substantial number of union members have indicated willingness to be used either for regular classes meeting once a week or for occasional special services.

The war situation has somewhat changed the direction of the committee's work in the sense that requests from the unions are for leadership with first aid, nutrition, air raid precautions, and other subjects more closely related to civilian and national defense. The local has undertaken a survey of its members to ascertain the persons trained and available for these specialized services. In preparation for such services, a substantial number of local union members spent their Christmas holidays in classes learning to teach first aid.

Labor's future may very well depend upon the way it meets the problems inherent in the war situation. The union teacher can perform no more important defense job than to do the morale building, educational jobs within the local unions of his community which every teacher in some degree is fitted to do. Not only does this mean assisting in the program directly related to war activities but carrying on basic workers' education in economics, history, and world affairs which is needed now perhaps more than ever before. To strengthen both the structure and the effectiveness of labor's organization now will preclude the dissolution of a large section of the movement such as followed the last war. Work of this kind will be some guarantee of labor's continued place and function in a more democratic America.

"The alliance of labor, teachers, and the professional educators . . . is certain to be a contribution of inestimable value to the fighting battalions of labor, democracy, and defense in this crisis."



(Above) Two scenes from the historical French motion picture, "La Marseillaise," the story of the French Revolution. This is one of numerous films available to school groups which relates in dramatic form the cultural contributions of the various peoples of the world. With English subtitles.

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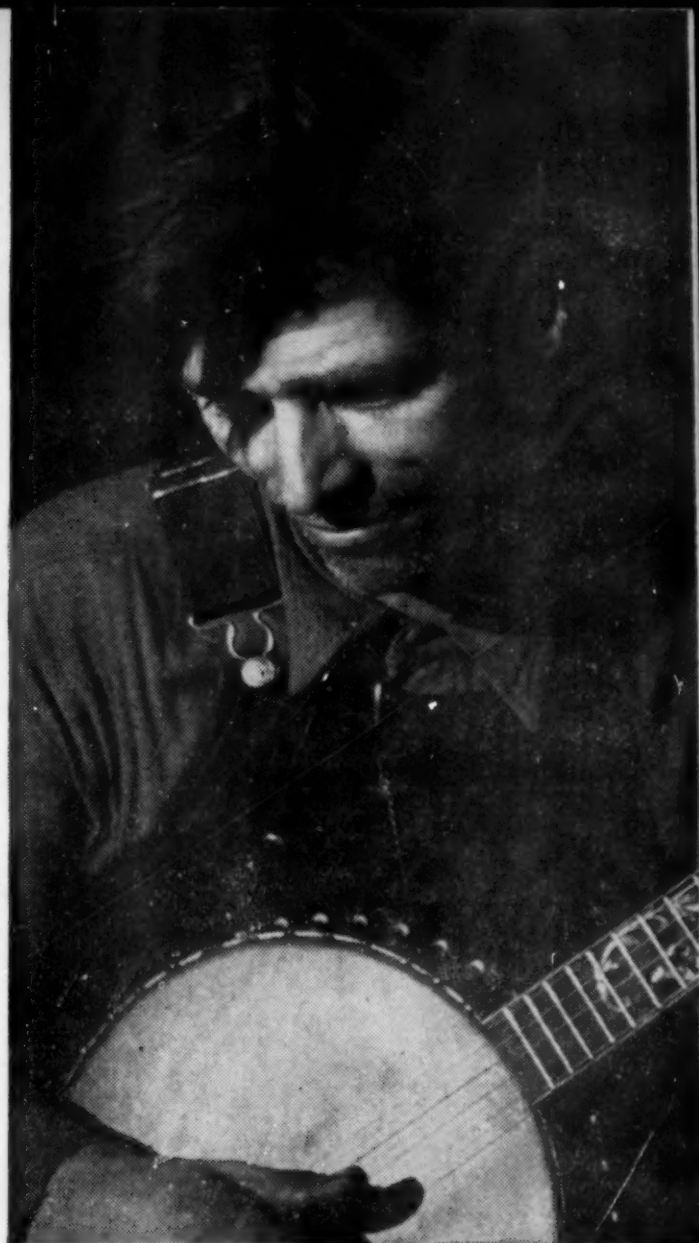
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(Right) Picture of a character from the new, 16 mm sound film, "And So They Live," singing and playing hand-me-down folk tunes on his banjo after a day of hoeing scraggly corn in a worn-out field. One of two documentary films dealing with the gap between education and the needs of the people in rural America. "And So They Live" dramatizes the tragic poverty of the land, the lack of proper diet, housing, and education, the need for better adaptation of the school program to the problems of the community. In the second film, "The Children Must Learn," the educational argument is made more directly. A study guide, accompanying each film suggests ways in which special problems highlighted by the films may be treated.

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(Below) Two animal scenes from the new 16 mm sound film, "The Heritage We Guard," just released by the Soil Conservation Division of the U. S. Department of Agriculture, and available without charge.



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this month's movie digest

Working Conditions

A Report from the AFT
National Committee

by A. F. Broetje

From time to time our locals have requested information with regard to salaries, teaching load, leaves of absences, etc. of AFT teachers. Several locals have studied these subjects, but little had been done on a national scale by the AFT until last spring when the Working Conditions Committee circulated a questionnaire among the locals. Eventually about 10 per cent of the locals replied. It would be unwise to make sweeping statements from these scant returns but it is possible to point out certain tendencies indicated by the survey.

Responders: The locals replying represented all the different population groups in the United States, both rural and urban. Returns from the Far West were few and none came from the South.

Salary: The lowest minimum salary reported was \$972 a year and the highest maximum \$4500 a year. This minimum does not include Negro teachers from whom no replies were received. It would be impossible to say how much the average teacher is paid but the average salary reported was about \$1700. This does not allow for those teaching at various salary levels. The *Monthly Labor Review* for July, 1930, stated that the median average salary for teachers in cities of over 100,000 was \$2400. Our study showed, also, that the highest salaries were paid in the largest cities.

In general salaries are higher among organized teachers than among the unorganized. One fifth of the locals which reported indicated an increase in salary schedule for 1940-1, while 31 per cent were operating below their salary schedule or had received decreases. One local told of a 17 per cent cut in salary schedule. The greatest increase reported was 15 per cent. A comparison of these figures with the National Education Association study for 1938-9 shows that salaries of teachers have not yet returned to the 1930-1 level and when one considers the price index for 1940-1 it is apparent that teachers have actually had a cut in salary. Definite salary schedules were reported by 85 per cent of the locals responding to the inquiry.

Extra pay is given for advanced degrees in 57 per cent of the localities which responded. The largest extra amount paid a year to holders of master's degrees was \$500 and the lowest \$60. Extra pay for the equivalent of advanced degrees was shown by 25 per cent. Equal pay for equal certification was received in 28 per cent of the reporting locals. In 30 per cent of the cases extra curricular activities merited extra pay, the largest amount being \$300 a year and the lowest

\$60. Heads of department received extra pay in 58 per cent of the instances, the maximum being \$500 and the minimum \$50. (Many locals reported that there were no heads of departments.)

Teaching Load: A free period for teachers was shown by 64 per cent of the returns, while 60 per cent mentioned a free period for heads of departments. Five periods or less a day of teaching were reported by 36 per cent and six periods or more a day by 64 per cent.

The reports on the number of pupils was fifty-three for the highest maximum, thirty-three for the average, and four for the lowest minimum. In one case the highest minimum was thirty-five. Class loads in elementary and junior high schools were higher than in high school. It is probable that the average is considerably higher than the twenty-five pupils commonly considered the ideal number.

Leaves: Sick leave for members was shown by 70 per cent of the locals reporting, the length varying from five days to five months, with the majority length ten days. In more than half of the cases full pay was given for absence. Sick leave was cumulative in 63 per cent of the locals reporting they had it. The highest number of cumulative days of sick leave with full pay was one hundred.

Sabbatical leave was reported in 32 per cent of the returns. The pay for this leave was \$800 in a number of cases and in others was the regular pay minus the substitute's pay.

On the basis of this sketchy report it is evident there is much to do in improving the teacher's lot. Only 37 per cent of the reporting locals had working conditions committees. Both locally and nationally the American Federation of Teachers should determine the nature of teacher's working conditions and where needed effect remedies.

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THE TEACHER AND DEFENSE

(Continued from page 23)

buying, safety, and the proper use of furnaces, fabrics, lighting, tools, and machinery, as well as the customary Red Cross first aid courses.

"In addition to the usual Americanization classes, forums and current events classes should be offered on the nature and origins of the world conflict, racial tolerance and national defense, the role of labor, management and government in the battle of production, the activities of the local defense council, women and the war, and so forth.

"Vocational guidance bureaus to advise adults on job possibilities and indicate where facilities can be found for training and retraining might be established in co-operation with the United States Employment Service."

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442 PALO ALTO, CALIF.—

In the January issue of the *California Teacher* appears an excellent report on the methods and progress of the salary study committee of seven members set up by Local 442 in October. While the findings of the committee are not completed, the report contains valuable directives for other locals engaged in or planning to make similar studies. About 200 volumes are now catalogued in the local's lending library, a project of the education for membership committee.

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606 YELLOW SPRINGS, OHIO—

Contemporary problems were reflected in the discussions at a recent meeting: the buying of defense bonds on a sliding scale; civil liberties in wartime; and the espionage act. Professional problems were touched upon in reports on the progress of college tenure and the reception which the Ohio tenure law is meeting.

681 DEARBORN, MICH.—

Volume 1, Number 1, of the *Fordson Teacher* made its appearance on January 15, 1942, as a two page, mimeographed news sheet. One of the leading articles had to do with the efforts of the Fordson Federation to co-operate with the board of education in bringing

about a satisfactory salary schedule. A gain has been made by the adoption of increments above the salary schedule based on the cost of living, and the Union is proposing the institution of a four year plan to correct some of the deficiencies of the present system.

Local 3 Considers War Problems

3 PHILADELPHIA, PA.—

On January 10 the Philadelphia Federation of Teachers held an all-day conference to redirect their program in view of wartime problems. The meeting was held at the Amalgamated Clothing Workers Center. Frederick Redefor, director of the Progressive Education Association, was the chief speaker. He discussed problems of education as seen by himself in working with various organizations and government agencies. Ruth Wanger presented suggestions from the Executive Council of the AFT and specific problems of the schools. Alice Hanson told about the magnificent contributions of trade unions in this emergency. After lunch, committees met. Two new ones were set up—defense activities and consumer problems. Forrest Heckman, director of education for co-operatives, a member of Local 3, is chairman of the latter. Committee reports were presented to the whole meeting.

Local 3 has offered to provide teachers of first aid and speakers on home protection (who took the course to teach air raid wardens) for local unions. A conference sponsored by OPM and OPA is to be held in Philadelphia on February 7 and 8. Through its workers' education committee Local 3 is offering to staff exhibits and to provide secretaries for panels.

The Union is submitting to the board of education alternative recommendations to the proposal of telescoping three years of senior high school into two. The women's university club is sponsoring a meeting on guidance on January 17. One of our members, Mildred Fairchild of Bryn Mawr College, is chairman. Local 3 is inviting labor leaders to this meeting.

At the December meeting, William Withers of Local 25 spoke on "Salaries, Taxation, and Inflation." Seldom have our members heard economic problems discussed so clearly.

In November an open meeting was held. The speakers on "Education for a Free World" were President George Counts and Gerhard Wiebe of Ohio State University local. Mrs. Francis Biddle read her "Plain Chant for America." The choir from Fellowship House sang.

The main issues of the fall were: rise in price of milk in schools, free lunches, and teachers' salaries. At the October meeting, Rebecca Simonson of Local 2 discussed the experience of New York schools with the first two problems. Briefs were presented to the board of education on the three issues. Several teachers' organizations were brought together (partly by our efforts) to present a joint statement on salaries.

The AFT has rented an office at 34 South 17th Street and has been granted the privilege of holding its meetings in the auditorium of the Cloak and Suit Makers Union of the ILGWU.

MARGARET ROOT

679 SOUTH BEND, IND.—

The first evidence of South Bend teachers affiliating with labor goes back to the formation in 1931 of the Horace Mann Club, an organization of men teachers to liven the existing teachers' organizations. In the constitution of this group were stipulations similar to those of the AFT, such as membership being denied to any teacher having rating power over other teachers. Affiliation of this group was discussed in open meeting and Stanton A. Sweeney, the Indiana state organizer of the AFL, was invited to present the case for organized labor. But nothing came of this, and the club finally died a natural death some time later.

In 1937 Carl Upson, organizer for the AFT in Indiana, made

several visits to South Bend, and some interest was shown in the organization of a local.

In the fall of 1940, because of certain irregularities in granting increments by the school board, interest in the AFT revived and meetings were arranged and teachers invited to hear representatives of the AFT speak. But opposition was aroused, and actual organization did not take place until April, 1941, when seven teachers from three high schools met and signed an application for a charter—granted late in the school year. No activity was undertaken for the summer months but at a meeting in May, M.O. Hawbaker was elected president and Hugh Yoder secretary-treasurer to serve until permanent officers could be chosen.

In September the Union began to hold regular meetings. Plans for a membership drive were perfected, and on November 5 Irvin R. Kuenzli, AFT treasurer, John M. Fewkes, AFT vice-president, and E. Stanley Brown, past vice-president of the Indiana Council of Teachers Unions, spoke to an interested audience of about forty teachers. Eight new members were gained by this special meeting, and since then Local 679 has increased its membership ten times—and the drive for members continues!

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438 COLUMBUS, OHIO—A leader in the campaign to call attention to the injustice of the Hatch Act, Local 438 is working actively in the AFT endeavor for amendment.

St. Paul Wins Full Pay Restoration

28 ST. PAUL, MINN.—For the past nine years the salary schedule of St. Paul teachers has been cut from 3 to 10 per cent. Beginning January, 1942, full salaries will be paid. What changed a situation which threatened to become chronic?

In the fall of 1939 the Joint Council, made up of the executive boards of Locals 28 and 43, organized a committee which included a representative from each school building. The committee was directed to study the financial condition of the city, to find out what part of the tax dollar went to education, and to look for new sources of revenue without increasing taxes on real property. The aim was to restore the teacher salary schedule and to improve essential city services generally.

The committee met often and worked hard. It gathered information of such value that it was issued in booklet form for city-wide distribution. To meet the calls for the "facts on school conditions," a bureau was established and speakers, armed with packages of the booklet, appeared during a school year before civic and other clubs as well as parent-teacher groups.

It was necessary to watch the 1941 session of the state legislature to prevent the diversion of State School Aids from the cities and to secure the approval of revenue producing measures.

The results of the legislative campaign, together with city ordinances based on legislation which brought in new taxes and the pressure of public opinion induced the city comptroller to set up in the 1942 city budget sufficient funds to restore the schedule. A very important part of the committee's work was to see that the increase in school funds intended for salary restoration was so definitely earmarked that it could not be diverted to meet other expenses.

One of the most satisfactory outgrowths of the campaign was the formation of a committee with representatives from three groups of city employees: teachers, policemen, and firemen. It was generously conceded by the two latter groups that teachers were entitled to full salary schedules before increases were granted to other departments. What influence the formation of a bloc of city employees had on the situation may best be answered by the politicians.

Locals 28 and 43 believe the program was successful because, first, the groundwork was laid through the study plan; second, constructive use was made of the information which was gathered; third, a publicity counsel was employed to supplement the work of the committee; and fourth, three large groups of city employees worked together for a common purpose.

ESTHER MUNSON

Seeks Pay Hike to Meet Rising Costs

25 NEW YORK, N. Y.—The cost of living is rising rapidly in such large cities as New York. A recent estimate of the rate of increase is 2½ per cent a month. Teachers generally assume the attitude that they should make unusual sacrifices for the sake of the nation. No one doubts the sincerity of the patriotism of America's teachers.

In days gone by when technological improvements were not sufficient to increase our real national income to 135 billions or more, as they are now, supreme sacrifices for such social emergencies as war were highly justified. President Roosevelt in his excellent budget messages has pointed out that it is not desirable to overwork or underpay those who are carrying the burdens of the war. He is opposed to the reduction of social security expenditures, and organized labor is supported by him in its efforts to secure adequate compensation for defense work. His position is based not entirely upon humanitarian considerations. He is thinking of the possibility of maintaining

high efficiency during the war. The war burdens could be readily supported if we could attain full and efficient use of our economic capacity. In England, in this war and in the last war, they learned the lesson that it does not pay to overburden defense workers.

Teachers are an essential part of defense labor. They provide the needed morale and they do it by presenting the cultural bases upon which the war must be fought. Unless we formulate clearly the ends of democracy and through education maintain adherence to these ends, there is little purpose in a war for democracy. This war is more of a war of morale and civilian defense than any previous war in world history. The role of the teacher is therefore unusually important.

We cannot afford to assume that the workers who produce guns and ammunition are the only ones justified in securing a part of the increased expendi-

tures during the war. The costs of living of all essential war laborers are going up. Since teachers form a part of these essential laborers and are also experiencing increased cost of living, their incomes should also rise.

In New York City, Local 25, the newly organized college teachers' union, has gone on record in favor of this principle. We are introducing a bill in Albany which has been drafted by our counsel, Morris D. Forkosh. It will be presented in legislative representative of Local 25. It is hoped that the bill will be passed. It is hoped that the Council of Teachers' Unions in New York City, together with the Central Trades and Labor Council, will also sponsor this bill. The bill provides for a flat increase in college teachers' salaries under the jurisdiction of the New York City Board of Higher Education, of 10 per cent. We have learned to our dismay that conservative groups in the state are even contemplating salary cuts based upon national defense.

WILLIAM WITHERS

189 NEW YORK, N. Y.—The annual meeting and election of officers of Local 189 will be held at the American Labor Education Service premises, 437 West 59th St., New York City, on February 21, 1942, because most of its members will be participating in the Washington Birthday Conference held there.

Joel Seidman, a member of Local 189, has become a field representative of the National Labor Relations Board and will be stationed at Cleveland. The ILGWU has ordered one thousand copies of Joel Seidman's *The Needle Trades*, just published by Farrar and Rinehart, to use in its history classes.

Workers' Education shares in the insecurity created by the drastic cuts in the WPA facilities. However, several unions are enlarging their activities and maintaining study classes in addition to first aid and civilian defense groups—important services at the present time.

675 CLEVELAND, OHIO—The Cuyahoga County Federal Teachers Union has recently affiliated with the Ohio State Federation. Its members are teachers on the educational program of the WPA, most of them being in literacy and naturalization work among aliens.

Backs Rockwell

28 ST. PAUL, MINN.—

The Minnesota State Federation of Labor at its 1941 convention unanimously adopted a resolution presented to it by Local 28. Growing out of the John Rockwell case the resolution favored his reinstatement and went on to express itself as strenuously opposed to political manipulation of the state educational system.

61 SAN FRANCISCO, CALIFORNIA — Samuel P. Reed was chairman of the committee in charge of the special luncheon held on January 17 in honor of the five newly elected city supervisors. Four of them (Chester MacPhee, Daniel Gallagher, Robert Miller Green and Gerald O'Gara) ran on a Fusion Ticket, pledged to "clean house" in the city hall, and supported by union labor. The fifth, Adolph Uhl, the only hold-over from the former regime, has signified himself a friend of union labor.

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663 SAGINAW, MICH.—

Repeated requests from the Union for a 15 per cent salary increase to meet rising living costs resulted in Superintendent Chester F. Miller's asking the Saginaw Board of Education for an investigation of the immediate possibilities for pay increases. Previous research by the Union showed that published financial reports indicated the possibility of such raises.

Secretary-Treasurer I. R. Kuenzli's Page

The Teacher's Role in Winning the War and the Peace

AMERICA is at war! The teachers of the United States are deeply concerned, not only with the protection of the interests of the nation's children during the enervating days of the present crisis, but also with building — on the smoldering foundations of the present conflagration — a better structure of democracy in which the children of today may live tomorrow.

There is no better method of evaluating the importance of public school teachers as an international influence in the present crisis and in the period of reconstruction following the chaos of World War II than by examining the attitudes of the teachers of the world just before the outbreak of hostilities in Europe. The following statement, which was adopted at the meeting of the International Federation of Teachers' Associations at Paris in July, 1937, has special significance in view of current developments in European history. Seventeen nations and provinces were represented at the meeting, including England, Austria, Brazil, Denmark, Lithuania, New Zealand, Spain, Estonia, France, Holland, Iceland, Norway, Luxemburg, Poland, Scotland, the United States and China.

"Teachers have always generously responded to appeals addressed to them for an adaptation of their school task to the constantly growing social requirements But, placing above all their professional dignity, they are opposed to plans tending to attribute a compulsory character to the out-of-school work which they had voluntarily accepted Thoroughly realizing the necessity of an expansion of popular culture, they devote themselves to post-school undertakings; but they claim that every nation should carry into effect a plan of education which safeguards all possibilities for youths and adults Appreciative of the material conditions of a child's existence they join in all efforts tend-

ing to improve the comfort, hygiene, and health of childhood; but concerned about all the insufficiencies and deficiencies of the prevailing system of social or medical assistance, they claim for all children the right to a healthy life and demand a methodical organization of the necessary medical and social service Anxious to raise their own culture and to be the animators of spiritual life in the community which centers in their school, teachers will strive to increase the technical and human value of every one and to prepare a social order based on respect for individual liberty, on a feeling of justice and a will for peace among all nations."

Paradoxically, on the very day on which this resolution was adopted, a noted liberal journalist of France called upon the secretary-treasurer of the American Federation of Teachers who was a guest at the meeting of the IFTA and said: "Go back to America and say to the teachers of the United States that all of Europe is on the threshold of another world war and that if the torch of democracy is to be kept burning, America alone will have the power to see that it is not extinguished." The involvement of the nations of the world in a cataclysm of self-destruction and the entrance of the United States as an active combatant emphasize the significance of this prophetic statement. The smoldering torch of freedom has now been ignited to full flame by the foul stroke at Pearl Harbor. Not only by moral and economic support, but by the ever growing power of its military might, America has accepted the challenge to keep the torch of liberty burning.

For many months, organized labor has been preparing for the present climactic crisis by numerous actions and pronouncements. In the total defense of democracy, justice, and liberty, both labor and education will stand among the leading battalions. As a noted Chinese scholar stated recently, "The labor movement is especially valuable in times of national crisis because it is **poised for action.**" The teachers of the nation will be constantly alert and poised for action in winning the war and planning the peace.

IRVIN R. KUENZLI

THE AMERICAN TEACHER

President G. S. Counts' Page

Education for War and Peace

WE ARE ENGAGED, as Winston Churchill has observed, in a mortal struggle. There is no drawing back. There is no way of compromise. Either "we" or "they" will win and shape the future of the world.

Confronted with this situation, those of us who work in the school are resolved to do our full duty without the slightest hesitation or equivocation. We know that defeat means the destruction of the great heritage of human dignity, worth, and freedom with which we are peculiarly identified. We know, too, that defeat means the end of free education and the entire tradition of popular enlightenment and liberation of the mind. We are certainly resolved to do our duty.

The precise nature of that duty, however, is by no means clear. There is much confusion in both the public and the professional mind regarding the matter. Some of the ideas being circulated, moreover, bear the mark of hysteria. Two such ideas in particular must be vigorously opposed.

The first of these ideas is that education is a luxury and should be treated as other luxuries—it should be suspended or greatly curtailed "for the duration." We know and the American people must know that the education of the young, the transmission of the culture from generation to generation, the systematic development of the powers of boys and girls simply cannot be interrupted. A democracy, at any rate, must regard education as a necessity, placing it in the same category as food, clothing, or shelter. While we should strive to achieve all possible economies, our educational standards must be maintained.

A second wholly inadequate conception is that the school should be viewed essentially as a part of the armed forces of the nation. According to this conception, we should proceed immediately to the reorganization of the entire curriculum from the

kindergarten through the university for the purpose of contributing immediately and directly to the winning of the war. While the school, particularly at the upper levels, should co-operate fully and enthusiastically in providing the various forms of specialized training and service required for the most successful prosecution of the war, its major responsibility is far more abiding in character.

The major responsibility of the school during the war, as in times of peace, is to give the best possible education to our children. We should strive to maintain and improve the quality of the service rendered. Even in these difficult days we should continue to reduce the inequalities in opportunity that still persist. Also we should take more seriously than in the past our American Federation of Teachers slogan of "Education for Democracy." We should conceive and build ever more fully the entire program of the school within the framework of democracy. We should give to all American boys and girls the loyalties, the knowledge, the discipline of free men and women.

We must never forget, moreover, that the schools and the teachers of the nation should bear a very heavy responsibility for the winning of the peace. This means that we should begin to think and plan in terms of democracy on a world scale. Through all the agencies of education, whether for the young or old, we should assist the American people to abandon finally and completely the doctrine that they can live a life of isolation on the North American continent. We should develop in all haste a program of education conceived within the framework of an international order of peace and justice for all the peoples of the earth. Only thus can we hope to win the peace. And in the last analysis we shall not win the war unless we win the peace.

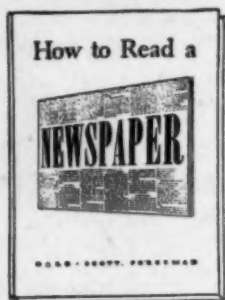
GEORGE S. COUNTS

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The Contributors

GEORGE E. AXTELLE is professor in the School of Education, Northwestern University, and chairman of the Editorial Board of the AFT.

A. F. BROETJE is chairman of the Working Conditions Committee of the AFT.

GEORGE S. COUNTS is president of the AFT.

ALICE HANSON, long active in workers' education, is chairman of the Academic Freedom Committee of the AFT.

I. R. KUENZLI is secretary-treasurer of the AFT.

ERNEST O. MELBY is the newly elected president of Montana State University.

ESTHER MUNSON is president of Local 28.

MARGARET ROOT is a member of Local 3, Philadelphia.

WILLIAM WITHERS is president of Local 25 and chairman of the AFT Taxation Committee.

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Notice and Warning

The Executive Council again calls attention to the fact that as a result of action taken by the membership of the AFT through referendum the charters of the following locals were revoked: Teachers Union of New York City, formerly Local 5; New York College Teachers Union, formerly Local 537; Philadelphia Teachers Union, formerly Local 192.

These unions, however, continue to hold out that they are still affiliated with the AFT and to use our name and insignia.

The former Locals 5, 192, and 537 are in no way connected with the AFT or with AFL.

The only affiliated locals of the AFT in the city of New York are: the Vocational Teachers Union of New York City, Local 24; the Hellenic Association, Local 260; the newly chartered New York Teachers Guild, Local 2, and the New York Federation of College Teachers, Local 25. The only local affiliated with the AFT in the city of Philadelphia is the newly chartered Philadelphia Federation of Teachers, Local 3.